

11-1200-588

State Auditor Number

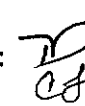
DEPARTMENT OF EDUCATION
STATE OF SOUTH DAKOTA
CONSULTANT CONTRACT
FOR CONSULTANT SERVICES BETWEEN

(Lange Research & Evaluation, Inc.) (Office of Educational Services & Support)
(Attn: Cheryl M. Lange, Ph.D.) (800 Governors Drive)
(8400 Normandale Lake Blvd, Suite 920) AND (Pierre, SD 57501-2294)
(Bloomington, MN 55437) ()

(Hereinafter referred to as Consultant) (Hereinafter referred to as State)

The State hereby enters into an Agreement for Consultant Services with the Consultant.

I. THE CONSULTANT:

- A. The Consultant services on this agreement commence February 28, 2011 and shall end September 15, 2011.
- B. The Consultant has affirmed that he/she is not a full-time state employee as per SDCL 3-12-47.
- C. The Consultant will not use state equipment, supplies, and facilities.
- D. The Consultant agrees to:
 1. Conduct a study assessing whether appropriate accommodations are available to students with disabilities and whether these accommodations are consistent with instructional practice.
 2. Conduct research between February 2010 and September 15, 2011 that will include: 
 - a) Surveys of special education teachers, ~~general education teachers, and administrators.~~
 - b) IEP review and analysis.
 - c) Phone interviews of key informants.
 - d) Analysis of Dakota STEP.
 - e) A final report summarizing findings from all the research activities.
 3. Completion of all services in accordance with the Attachment A.
- E. Consultant agrees to hold harmless and indemnify the State of South Dakota, its officers, agents and employees, from and against any and all actions, suits, damages, liability or other proceedings which may arise as a result of performing services hereunder. This section does not require the Consultant to be responsible for or defend against claims or damages arising solely from acts or omissions of the State, its officers or employees.
- F. The Consultant agrees to provide services in compliance with the Americans with Disabilities Act of 1990.

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II. THE STATE:

- A. The State will make a total payment not to exceed \$49,000.00 upon satisfactory completion of the services in I.D. of this contract. Payments will be made in three (3) installments, each for one-third of the contracted amount, as follows:

The first installment will be made at the end of April, upon receipt of a detailed invoice, submitted by the Consultant and approved by the State.

The second installment will be made at the end of June, upon receipt of a detailed invoice, submitted by the Consultant and approved by the State.

The third and final installment will be made at the end of September, upon receipt of a detailed invoice, submitted by the Consultant and approved by the State.

- B. The State will not pay Consultant expenses as a separate item.

- C. The State does not agree to perform any special provisions.

- III. SUPERCESSION PROVISION: All other prior discussions, communications and representations concerning the subject matter of this Agreement are superseded by the terms of this Agreement, and except as specifically provided herein, this Agreement constitutes the entire agreement with respect to the subject matter hereof.
- IV. AMENDMENT PROVISION: This contract contains the entire agreement between the parties, and is subject to and will be construed under the laws of the State of South Dakota, and may be amended only in writing signed by both parties.
- V. TERMINATION PROVISION: This agreement can be terminated upon thirty (30) days written notice by either party and may be terminated for cause by the State at any time with or without notice.
- VI. INSURANCE PROVISION: The Consultant agrees, at its sole cost and expense, to maintain the appropriate insurance required by the State during the period of this agreement.
- VII. CONTROLLING LAW PROVISION: This Agreement shall be governed by and construed in accordance with the laws of the State of South Dakota. Any lawsuit pertaining to or affecting this Agreement shall be venued in Circuit Court, Sixth Judicial Circuit, Hughes County, South Dakota.
- VIII. COMPLIANCE PROVISION: Consultant will comply with all federal, state and local laws, regulations, ordinances, guidelines, permits and requirements applicable to providing services

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pursuant to this Agreement, and will be solely responsible for obtaining current information on such requirements.

- IX. **DEFAULT PROVISION:** This agreement depends upon the continued availability of appropriated funds and expenditure authority from the Legislature for this purpose. This agreement will be terminated by the State if the Legislature fails to appropriate funds or grant expenditure authority. Termination for this reason is not a default by the State nor does it give rise to a claim against the State.
- X. **EQUAL EMPLOYMENT OPPORTUNITY CLAUSE:** Consultant is required to comply with E.O. 11246, "Equal Employment Opportunity", as amended by E.O. 11375, "Amending Executive Order 11246 Relating to Equal Employment Opportunity," and as supplemented by regulations at 41 CFR Part 60, "Office of Federal Contract Compliance Programs, Equal Employment Opportunity, Department of Labor."
- XI. **NONDISCRIMINATION CLAUSE:** Consultant agrees to comply with all Federal statutes relating to non-discrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683 and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) Sections 523 and 527 of the Public Health Services Act of 1912 (42 U.S.C. 290 dd-3 and 290 ee3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply.
- XII. **DEBARMENT, SUSPENSION INELIGIBILITY, AND VOLUNTARY EXCLUSION PROVISION:** Consultant certifies, by signing this agreement, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by a Federal department or agency; have not, within a three (3) year period preceding the awarding of this grant, been convicted of or had a civil judgment rendered

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against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsifications, or destruction of records, making false statements, or receiving stolen property, or have not within a three (3) year period preceding this contract had one or more public transactions (federal, state, or local) terminated for cause or default.

In witness hereto the parties signify their agreement by signature affixed below:

Cheryl M. Lange 4/1/11
Consultant Signature (Date)

[Signature] 4/18/11
Authorized State Representative (Date)
Department of Education

State Agency Coding: (Center/Company/Account)
State Agency contact who can provide additional
information regarding this contract:

1232830193A0/2024/52041300Z

Linda Turner (605) 773-6119

ATTACHEMENT A

Start-Up Tasks

- Review of background materials
- Initial kick-off meeting at SDDOE (conducted via phone)
 - o Identify most important focus areas for all data collection tasks
 - o Identify groups for inclusion in survey, IEP, and interview data collection
 - o Discuss logistical issues
- Completion of research plan and project management plan
 - o Includes data collection, data handling, and data analysis components
- Completion of survey, IEP review, and interview sampling plan

Survey, Form, and Protocol Development (includes input from SDDOE in design and revision of protocols)

- Consent form
- Data collection form
- Special Education Teacher Survey - Perceptions *CF*
- ~~General~~ ^{Special} Education Teacher Survey - Accommodations - *CF*
- ~~Administrator Survey~~ Teacher Interviews *CF*
- IEP review templates and rubrics
- STEP rubrics

Data Collection and Logistics

- Survey administration and follow-up (~~three~~ ^{two} surveys) *CF*
 - o Selection of survey, IEP review, and interview participants
 - o Identification of data collection logistics including data handling

- IEP Review
 - o Selection of IEP review participants
 - o Identification of logistical issues and procedures for addressing issues
- Interviews
 - o Interview participant selection and logistics

Data Analysis

- Surveys (~~Special Education Teachers, Administrators, General Education Teachers~~) CJ
- IEP review
- Interviews
- STEP data

Communication

- Review of forms and surveys with SDDOE to ensure all align with project goals
- Regular communication and email as needed

Reporting

- Monthly reports
- Technical reports for each major element of project (i.e., data tables)
- Final report

Data Privacy: All data gathered through the project will be confidential and will be handled with standard data privacy procedures.

**South Dakota Accommodations Study
Research Study Plan
April 8, 2011**

OVERVIEW

The South Dakota Department of Education (SDDOE) requested a research study be conducted to “ensure that appropriate accommodations are available to students with disabilities and are consistent with instruction practices and congruent with statewide assessment policies.”¹ Lange Research and Evaluation, Inc. was chosen to develop the research study plan and conduct the study. A similar study was conducted in 2007. The 2011 study will provide data updating the current practices in the area of accommodations and provide an opportunity to reflect on changes between 2007 and 2011 in the accommodations’ area. The 2011 study will focus on the 2010-2011 school year.

The research plan, which is aligned with the tasks outlined in the request for proposal and subsequently amended by the project leader, is presented below.

RESEARCH PLAN

Research Questions

The SDDOE identified the following questions as central to the research study.

1. What process does the Individual Education Plan (IEP) team go through to determine appropriate accommodation(s)?
2. Are students receiving instruction in the classroom during the year according to the accommodation(s) on their IEP?
3. Does the IEP indicate the type of appropriate accommodation(s) that the students will be using on the statewide assessment?
4. Are the students using accommodation(s) on Dakota STEP assessment upon which they have been instructed during the school year?
5. Are the accommodations on the IEP congruent with the accommodation(s) documented on the Dakota STEP?
6. Are accommodations decisions or use different for low-performing students than for other students?

Although not a specific research question, SDDOE has requested that, when possible, comparisons between results from 2007 and 2011 be provided.

Methodology

Both quantitative and qualitative methodologies will be used to answer the research questions, including surveys, phone interviews, and record review. The methodologies will follow those established for the 2007 study whenever possible so that comparisons can be made between results from 2007 and 2011. Five studies within the larger research study will be conducted to

¹ South Dakota Research Study on Student Accommodation Use in Instruction and with Statewide Assessments Request for Proposal—Dated February 3, 2011

**South Dakota Accommodations Study
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April 8, 2011**

answer the research questions noted above. Data from all five studies will be used to reach conclusions and provide recommendations.

Study 1: Documentation of Special Education Teachers' Accommodation Practices and Perceptions

South Dakota's special education teachers who serve students grades three through eight and eleven will be asked to complete a survey focusing on the teachers' experiences with student accommodations. Respondents are from the targeted grade levels because those are the grade levels tested on the Dakota STEP.

Survey items from a survey conducted for the 2007 Accommodations Alignment Study will be used in the 2011 survey so that results for the two years can be compared. The purpose of the survey is to gain an understanding of teachers' perceptions on accommodations. An additional item focused on the process of choosing accommodations will be added to the 2011 survey.

In addition to a teacher survey, a sample of teachers who responded to the survey will be selected for phone interviews. They will be asked to provide more in-depth information about their perceptions of accommodations and the process they use in selecting accommodations.

Study 2: Alignment of Reported Instructional and STEP Assessment Accommodations

The alignment between instructional accommodations and assessment accommodations will be conducted in Activity Two. Two data sources will be used to conduct the alignment: 1) Results from an online survey of special education teachers and 2) Results from the Dakota STEP assessment accommodations report.

Special education teachers who serve students in grades three through eight and grade eleven will be asked by SDDOE to complete an online survey to document the instructional assessments on the students' IEPs. The survey will ask for the student's state identification number, and a list of the instructional accommodations from the IEP that are specific to each student. A proportional stratified sample of students identified through the teacher online survey will be selected for this study (referred heretofore as the Study Group). Instructional accommodations reported by teachers via the online survey for each Study Group participant will be compared to the assessment accommodations reported for the Dakota STEP. The student state identification numbers will be used to ensure comparisons are made on the same student.

Study 3: Verification of Teacher Reported Instructional Accommodations

As noted above, the record of instructional accommodations for students in grades three through eight and eleven originates with the online survey teacher report. A verification study will be conducted by comparing the accommodations reported by teachers and those documented on the actual IEP. A sample of students from the Study Group will be selected for the verification study.

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Study 4: Alignment of Instructional, Assessment, and IEP Accommodations

The instructional accommodations reported by teachers on the online survey, the assessment accommodations reported on the STEP assessment, and the instructional and assessment accommodations documented on the IEPs for the Study Group sample selected in Study 3 will be compared to determine the alignment among the three sources.

Study 5: Comparison of STEP Results for Low-Performing Students

The STEP results for Study Group will be reviewed for Study 5. The lowest-performing students will be identified. The accommodations identified by the teacher online survey and those reported on the STEP assessment accommodations form will be compared with students who are not in the lowest-performing group. The SDDOE will assist researchers in defining the criteria for the lowest-performing group and the comparison group.

Research Synthesis

Data from all five studies will be reviewed and used to answer the research questions. Data will be synthesized through an analysis of those results that can inform larger policy and practice decisions. Conclusions and recommendations will be provided. The table below describes the research questions, associated study, data sources, and methodology followed by a discussion of data sources, data collection and data handling procedures.

**South Dakota Accommodations Study
Research Study Plan
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Research Questions, Associated Studies, Data Sources, Methodologies

Research Questions	Associated Studies	Data Sources	Methodology
What process does the IEP team go through to determine appropriate accommodations?	Study 1	<ul style="list-style-type: none"> • Special Education Teacher Survey • Special Education Teacher Interview 	Quantitative Qualitative
Are students receiving instruction in the classroom during the year according to the accommodations on their IEP?	Study 3 Study 4	<ul style="list-style-type: none"> • Special Education Teacher Review of Student Accommodations Survey • Student IEP Review 	Quantitative Qualitative
Does the IEP indicate the type of appropriate accommodations that the students will be using on the statewide assessment?	Study 2 Study 4	<ul style="list-style-type: none"> • Special Education Teacher Review of Student Accommodations Survey • Special Education Teacher Interview • Student IEP Review 	Quantitative Qualitative Qualitative
Are students using accommodations on Dakota STEP assessment upon which they have been instructed during the school year?	Study 2 Study 4	<ul style="list-style-type: none"> • Special Education Teacher Review of Student Accommodations Survey • Dakota STEP Review • Special Education Teacher Interview 	Quantitative Quantitative Qualitative Qualitative
Are the accommodations on the IEP congruent with the accommodations documented on the Dakota STEP?	Study 2 Study 4	<ul style="list-style-type: none"> • Student IEP Review • Dakota STEP Review 	Mixed
Are the accommodation decisions or use different for low-performing students than for other students?	Study 5	<ul style="list-style-type: none"> • Dakota STEP Review 	Quantitative

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Data Sources

Surveys. Two surveys will be administered for this study. The first survey, entitled Special Education Teacher Survey, will address issues related to teachers' experiences with the accommodations' process and their opinions about the process. The second survey, entitled Special Education Teacher Review of Student Accommodations Survey, will address specific accommodation practices for students with disabilities in areas related to testing and instruction.

Special Education Teacher Survey

Survey Items. The Special Education Teacher Survey will build on a similar survey administered to South Dakota special education teachers in 2007. The items from the 2007 survey included:

- Teacher name
- School district identification
- Number of students on the teacher's case load
- The primary provider of accommodations
- Type of accommodations' training received over the past three years
- Type of accommodations' training from which the teacher could benefit
- Successful accommodations
- Reasons accommodations were successful
- Unsuccessful accommodations
- Reasons accommodations were not successful
- Recommendations on additional accommodations to allow
- Reasons the additional accommodations should be allowed

The project director will be interviewed to determine additional items to add to the 2011 survey.

Survey Participants and Procedures. South Dakota special education teachers who serve students in grades three through eight and grade eleven will be given the opportunity to respond to the survey. The SDDOE will send an email inviting teachers to respond to an online survey. They will be required to link to the survey site that will be housed at the SDDOE.

Special Education Teacher Student Accommodations Survey

Survey Items. It is important that the items for the 2011 review of student accommodations remain as similar as possible to the 2007 version to allow for comparison of the results from the two data-gathering efforts. Data gathered in 2007 included:

- Student identification code
- School district
- Grade level
- Primary disability area
- Reading instructional accommodations
- Math instructional accommodations

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Survey Participants and Procedures. South Dakota special education teachers who serve students in grades three through eight and eleven will be asked to respond to the survey. The SDDOE will send an email to special education teachers asking they complete a survey on the accommodations for each student on their caseload in grades 3-8 and 11. The survey will provide a dropdown menu of accommodations for the teacher to choose from and also provide an option for writing in accommodations not listed.

Special Education Teacher Interview

Interview Items. Phone interviews will be conducted to gather more in-depth information about the accommodations' process. The final selection of interview questions will be determined through a phone meeting with the SDDOE project director.

Interview Participants and Procedures. Interview participants will include a sample of special education teachers who serve students in grades three through eight and eleven. The sample will be drawn from the online survey respondents (see sampling plan in next section). Once the sample is chosen, an email will be sent from the SDDOE asking the teachers to participate in a 30-minute phone interview. A follow-up email will be sent by Lange Research and Evaluation staff asking the potential interviewee to provide possible dates for an interview and the most appropriate phone number at which the teacher can be reached. The LRE staff person will follow up and schedule the interview providing a reminder email with time, phone number, and an outline of the interview questions.

Selected Student Individual Education Programs (IEP)

Review Focus. A review of a sample of IEPs will be completed to ascertain that the Special Education Teacher Review of Student Accommodations Survey (referred to as the online survey) is aligned with actual IEPs and with the information provided on the STEP accommodations form.

IEP Review Participants and Procedures. The sample of IEPs will be taken from the information provided on the Special Education Teacher Review of Student Accommodations Survey. A data-recording template will be developed to compare each student's IEP accommodations with what was reported through the online survey. The intent is for the template to be electronic and in a database format that allows for easy analysis.

Dakota STEP Assessment Accommodation Records

Review Focus. The STEP review will include matching the assessment accommodations listed on the STEP test with the instructional accommodations provided by the teachers on the Special Education Teacher Review of Student Accommodations Review Survey. The matching will be completed on a sample of students whose information on accommodations was provided through the survey.

Participants and Procedures. Participants in the Dakota STEP Review will be the sample of students from the Special Education Teacher Accommodations Review of Student

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Accommodations Survey (see the sampling plan below). A database that includes student identification numbers will be developed for the Study Group. Assessment information from the Dakota STEP will be entered for each student in the Study Group and matched to determine whether there is alignment between instructional accommodations reported by the teachers and the assessment accommodations listed on the STEP.

Sampling Plan

A stratified random sample will be drawn to form the Study Group and the IEP Review Participant Group. The Teacher Interview Group will be formed based on selected criteria. The sampling plan is discussed below.

The Study Group

A stratified, random sample of respondents to the Special Education Teacher Review of Student Accommodations Survey is required to develop a representative data set, across grade levels and disabilities, of student accommodations used in the classroom. This data set will be used to make comparisons with accommodations listed in STEP assessments. A statistical sample population of survey respondents will be developed based on historical data for special education student enrollments and disabilities in grades 3 through 8 and grade 11 (grades taking the STEP assessments), specifically the December 2010 Child Count.

The approach taken in this study is summarized in the bullets below and followed by sampling details.

- The statistical sample size of the Study Group is based on the total population of special education students in grades 3 through 8 and grade 11 as reported in the December 2010 Child Count Report. A +/- 3% sampling error will be the goal.
- Strata of special education student enrollments and disabilities in grades three through eight and grade eleven will be based on disability categories and grade level enrollment as reported on the December 2010 Child Count Report. In addition, the Study Group will further stratified by school district enrollment.
- A sample population will be drawn from the students identified in the Special Education Teacher Review of Student Accommodations Survey.

Statistical Sample Size. A statistical sample population of size of nine hundred fifty (950) respondents will be taken from Special Education Teacher Review of Student Accommodations Survey responses. This sample size represents a +/- 3% sampling error for a population universe of 8,663 students (see Table 1, below; ref: Dillman, Mail and Internet Surveys, Second Edition, page 206). This sample population will be stratified as follows.

Develop Strata. The statistical sample population of 950 survey responses will be stratified by disability and grade level to ensure that a representative sample of student accommodations used in the classroom is compared with accommodations listed on STEP assessments. Special

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education child count disability and enrollment data for grades 3 through 8 and grade 11 (grades taking the STEP assessments) provided by SDDOE from the December 2010 Child Count will be used to develop relevant, proportional strata (Table 1). A map of Disability Description to Disability Codes is presented below. All tables use Disability Codes only as noted in the table.

South Dakota Special Education Student Disability Description	
Disability Description	Disability Code
Emotional Disturbance	505
Cognitive Disability	510
Hearing Loss	515
Specific Learning Disability	525
Multiple Disability	530
Orthopedic Impairments	535
Vision Loss	540
Deafness	545
Speech/Language Impairments	550
Other Health Impairments	555
Autism	560
Traumatic Brain Injury	565

Table 1: South Dakota Special Education Child Count (December 2010) – By Disability and Grade Level (N)

South Dakota Special Education Child Count (December 2010)													
	Disability Code												
Grade	505	510	515	525	530	535	540	545	550	555	560	565	Total
3	70	82	9	539	35	3	6	4	705	155	62	4	1674
4	82	110	13	569	47	4	5	2	488	149	55	0	1524
5	96	103	9	619	36	5	4	3	273	173	48	4	1373
6	94	106	1	561	55	4	5	5	110	152	54	8	1155
7	122	93	2	551	36	6	3	5	65	171	43	3	1100
8	112	91	6	524	42	6	4	2	32	176	35	8	1038
11	71	90	5	424	32	2	2	2	1	126	39	5	799
All	647	675	45	3787	283	30	29	23	1674	1102	336	32	8663

Child count grade level data presented in Table 1 were combined into three grade groups – grades 3-5, grades 6-8, and grade 11 to reduce the number of strata to groups for which accommodations are likely to be similar—elementary, middle school and high school groups (see Table 2).

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Table 2: South Dakota Special Education Child Count (December 2010) – By Disability and Grade Level Groupings (N)

South Dakota Special Education Child Count (December 2010)													
	Disability Code												
Grade	505	510	515	525	530	535	540	545	550	555	560	565	Total
3-5	248	295	31	1727	118	12	15	9	1466	477	165	8	4571
6-8	328	290	9	1636	133	16	12	12	207	499	132	19	3293
11	71	90	5	424	32	2	2	2	1	126	39	5	799
All	647	675	45	3787	283	30	29	23	1674	1102	336	32	8663

Strata cell sizes, as percentages of all grade groupings and disability categories are presented in Table 3. Note that disability codes 515, 535, 540, 545, and 565 represent in total less than 2% of the total distribution. These five disability codes are combined in Table 4 into single disability strata called Grp.

Table 3: South Dakota Special Education Child Count (December 2010) – By Disability and Grade Level Groupings (%)

South Dakota Special Education Child Count (December 2010)													
	Disability Code												
Grade	505	510	515	525	530	535	540	545	550	555	560	565	Total
3-5	2.9%	3.4%	0.4%	19.9%	1.4%	0.1%	0.2%	0.1%	16.9%	5.5%	1.9%	0.1%	52.8%
6-8	3.8%	3.3%	0.1%	18.9%	1.5%	0.2%	0.1%	0.1%	2.4%	5.8%	1.5%	0.2%	38.0%
11	0.8%	1.0%	0.1%	4.9%	0.4%	0.0%	0.0%	0.0%	0.0%	1.5%	0.5%	0.1%	9.2%
All	7.5%	7.8%	0.5%	43.7%	3.3%	0.3%	0.3%	0.3%	19.3%	12.7%	3.9%	0.4%	100.0%

Table 4: South Dakota Special Education Child Count (December 2010) – By Disability and Grade Groupings With Combined GRP (%)

South Dakota Special Education Child Count (December 2010)									
	Disability Code								
Grade	505	510	Grp*	525	530	550	555	560	Total
3-5	2.9%	3.4%	0.9%	19.9%	1.4%	16.9%	5.5%	1.9%	52.8%
6-8	3.8%	3.3%	0.7%	18.9%	1.5%	2.4%	5.8%	1.5%	38.0%
11	0.8%	1.0%	0.2%	4.9%	0.4%	0.0%	1.5%	0.5%	9.2%
All	7.5%	7.8%	1.8%	43.7%	3.3%	19.3%	12.7%	3.9%	100.0%

* Grp is the combined percentages of disability codes 515, 535, 540, 545, and 565.

Apply Proportional Strata to Determine Stratified, Random Statistical Sample Size. Once the proportional strata have been developed (Table 4), the next step is to randomly select Special Education Teacher Review of Student Accommodations Survey sample population responses according to the statistical sample population size (950) and the proportional strata cell size requirements (Table 4). The number of responses to be randomly selected from each strata cell is shown in Table 5.

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Table 5: Stratified, Proportional Statistical Sample Population – By Student Disability and Grade Groupings (N)

Stratified Statistical Sample Population of Special Education Teacher Review of Student Accommodations Survey Responses									
	Disability Code								
Grade	505	510	Grp*	525	530	550	555	560	Total
3-5	28	32	9	189	13	161	52	18	502
6-8	36	31	7	180	14	23	55	14	360
11	8	9	2	46	4	0	14	5	88
All	72	72	18	415	31	184	121	37	950

Further Stratification – by District Size Strata. Additional district enrollment strata are developed in the following tables using district enrollment and district enrollment proportions provided by SDDOE. Note rounding results in a total of 953 samples. See Tables 6-9.

Table 6: District Size and District Size Proportions

South Dakota Special Education District Enrollment Proportions*	
District Enrollment	Enrollment Proportion
Greater than 2,000 students (Large Districts)	20% of all South Dakota Districts
500 to 1,999 students (Medium Districts)	40% of all South Dakota Districts
Less than 500 students (Small Districts)	40% of all South Dakota Districts

* Source: SDDOE South Dakota Panel, Composition Plan, Standards and Assessment Systems

Table 7: Large District Stratified Statistical Sample Population

Stratified Statistical Sample Population of Special Education Teacher Review of Student Accommodations Survey Responses									
	Disability Code								
Grade	505	510	Grp*	525	530	550	555	560	Total
3-5	6	6	2	38	3	32	10	4	101
6-8	7	6	1	36	3	5	11	3	72
11	2	2	0	9	1	0	3	1	18
All	15	14	3	83	7	37	24	8	191

Table 8: Medium District Stratified Statistical Sample Population

Stratified Statistical Sample Population of Special Education Teacher Review of Student Accommodations Survey Responses									
	Disability Code								
Grade	505	510	Grp*	525	530	550	555	560	Total
3-5	11	13	4	76	5	64	21	7	201
6-8	14	12	3	72	6	9	22	6	144
11	3	4	1	18	2	0	6	2	36
All	28	29	8	166	13	73	49	15	381

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Table 9: Small District Stratified Statistical Sample Population

Stratified Statistical Sample Population of Special Education Teacher Review of Student Accommodations Survey Responses									
	Disability Code								
Grade	505	510	Grp*	525	530	550	555	560	Total
3-5	11	13	4	76	5	64	21	7	201
6-8	14	12	3	72	6	9	22	6	144
11	3	4	1	18	2	0	6	2	36
All	28	29	8	166	13	73	49	15	381

Individual Education Program (IEP) Participant Group

Ten percent (95) of the sample population data presented in Table 5 will define the IEP Participant Group. This represents a +/- 10% sampling error criterion for the sample universe of 8,663 (ref: Dillman, Mail and Internet Surveys, Second Edition, page 206). The IEPs from the selected student sample will be reviewed in the areas of instructional and testing accommodations. The results will be compared to teacher reports from the Special Education Teacher Review of Student Accommodations Survey and to the STEP accommodations' assessment reports. The purpose of the review is verification of the information gathered from the teacher survey and from the STEP accommodation reports.

Teacher Interview Group

Twenty interview participants will be drawn from a stratified random sample of special education teachers who responded to Special Education Teacher Accommodations' Review Survey. The sample will represent teachers who serve various grade levels and disabilities to the extent possible using the same proportions as discussed in the Study Group sampling plan. The number of interviews is based upon available resources thus a generalizable sample is not possible; however, the data will be analyzed qualitatively to add robustness to the other data collected.

Data Collection and Data Handling

Detailed procedures for data collection and data handling are discussed below. The procedures are contingent upon approval from SDDOE and may be revised due to logistical considerations. The data collection and handling information is organized by data source.

Special Education Teacher Survey and Special Education Teacher Review of Student Accommodations Survey

Data Collection Procedures. The SDDOE will be responsible for the actual collection of the survey data due to data privacy issues involved in sharing teacher email or mail addressed. The following procedures are recommended.

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- SDDOE will organize the Special Education Teacher Survey and Special Education Teacher Review of Student Accommodations Survey content into an online survey format that will be housed on the SDDOE website. Once the survey items on the online survey platform, the following procedures will be followed to collect the survey data.
- SDDOE will send an email to special education directors and superintendents informing them that their staff serving special education students in grades 3 through 8 and grade 11 will be required to respond to online surveys housed on the SDDOE website. The email will include directions on how to access and complete the surveys and when the survey responses are needed. The email will also remind respondents of the importance of using accurate SIMS identifiers for students. SDDOE will keep a list of email addresses sent to special education directors and superintendents.
- Special education directors and superintendents will then forward the email to their staff serving special education students in grades 3 through 8 and grade 11, copying SDDOE so that the total number of survey invitees is known.
- SDDOE will monitor survey responses and send email reminders as required, in order to acquire the number of responses needed for the study.
- SDDOE will close the survey window according to the time period noted in the invitation unless additional time is needed to reach the needed response rate.

Data Handling Procedures. SDDOE will provide an EXCEL spreadsheets of survey responses for each survey to Lange Research and Evaluation, Inc. by email. An electronic copy of the surveys will also be provided. The spreadsheet and accompanying notes should include:

- Field definitions (column headers)
- Response definitions (what coded responses mean)
- Number of survey invitees - based on the number of forwarded emails (see above). LRE will calculate the response rate.
- Date of introductory email
- The number of reminders sent
- Date survey was open for responses
- Date survey was closed.

Survey data will be reviewed, cleaned, and stored in the LRE project database for analysis.

Special Education Teacher Interview

Data Collection Procedures. Once the interviewees are selected, the following procedures will be used to conduct the interviews:

- LRE will develop detailed interview protocols for review and approval of the SDDOE.

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- LRE will provide to SDDOE a list of interview candidates. SDDOE will send an introductory email informing recipients that they are asked to participate in a voluntary phone interview about training in accommodations and effectiveness of accommodations for special education students and that they will be contacted by LRE to arrange the interview.
- For interview candidates agreeing to participate, LRE will arrange the phone interview using emails and phone calls.
- Prior to the interview, interviewees will be sent an overview of the interview process and topic areas.
- LRE staff members will conduct the interviews and record the responses electronically.

Data Handling Procedures. Phone interviews data files will be cleaned, as required and stored in the LRE project database.

Dakota STEP Demographic, Reading and Math Data

Data Collection Procedures. The following data collection procedures are suggested:

- LRE is approved by SDDOE for access to STEP data.
- LRE provides to SDDOE a list of student identification numbers (based on stratified, random sample described above) for access to STEP student demographic and accommodations data and reading and math results.
- SDDOE creates a file of the required data (LRE will provide a data definition sheet).

Data Handling Procedures.

- SDDOE establishes a secure SharePoint site or FTP site for Lange Research and Evaluation, Inc. to access the data.
- SDDOE saves the data to the SharePoint or FTP site. Note LRE ONLY requires SIMS numbers to reference the STEP. Student names are not requested.
- LRE uses the secure site to access the data.

Student IEP's

Data Collection Procedures. The following data collection procedures are suggested:

- LRE provides to SDDOE a list of student identification numbers (based on stratified, random sample described above) for access to IEP's.

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- LRE is approved by SDDOE for access to IEP's and is assisted by SDDOE in acquiring parent consents for access to IEP data, if needed.
- SDDOE creates an electronic file of the IEP's.

Data Handling Procedures.

- SDDOE establishes a secure SharePoint site or FTP site for Lange Research and Evaluation, Inc. to access the IEP's.
- SDDOE saves the data to the SharePoint or FTP site. Note LRE ONLY requires SIMS numbers to reference the IEPs. Student names are not requested.
- LRE uses the secure site to access the IEP's.

Data Analysis

Five data sources are central to answering the research questions.

- Special Education Teacher Survey
- Special Education Teacher Review of Student Accommodations Survey
- Student Individual Education Program Reports
- Special Education Interview
- Dakota STEP Assessment Records

In many cases the analysis will be a straightforward tally or frequency case-study analysis to determine congruence between survey responses, STEP data and/or IEP data. Results will be disaggregated by grade group; student disability category; district size/geographical area and all groups combined to discern impacts. Data analysis will be primarily presented in tables and charts. In addition, methods developed by Levi and Leneshow (Sampling of Populations, Methods and Applications, Fourth Edition, Wiley, 2008) are used to develop universe (population) statistics based on stratified, random sample population data.

The specific approach to analysis is noted for each research question below.

Research Question #1: What process does the Individual Education Plan (IEP) team go through to determine appropriate accommodation(s)

Interview and survey data will be the primary data sources used to address this research question. Surveys will be analyzed using frequency distribution techniques with responses disaggregated by respondent demographics. Interviews will be analyzed using standard qualitative techniques (ref. Miles and Huberman's Quantitative Data Analysis (3rd ed) to determine processes the Individual Education Plan (IEP) team goes through to determine appropriate accommodation(s). Findings from both sources will be reviewed for common themes.

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Research Question #2: Are students receiving instruction in the classroom during the year according to the accommodation(s) on their IEP?

This question is addressed through a direct comparison of student accommodation data provided in the Special Education Teacher Accommodations Review of Students Accommodations Survey responses with data provided in a sample of student IEP's. Tables will be built for reading and math with fields to include: Accommodation List; Accommodation is/is not included on IEP; Accommodation is/is not included in Special Education Teacher Accommodations Review of Student Accommodations Survey response for the student; Congruence to indicate if students received instruction in the classroom according to the accommodation(s) on their IEP.

Research Question #3: Does the IEP indicate the type of appropriate accommodation(s) that the students will be using on the statewide assessment?

The actual IEPs of the Study Group sub-group will be reviewed to determine if the IEP indicates accommodations for statewide testing. A template with the various accommodations will be designed so that a tally of assessment accommodations can be recorded and analyzed by disability category and grade level. If possible, the data from the IEP will be entered or transferred to an Excel spreadsheet so the analysis can be completed electronically and tied to other data.

Research Question #3: Are the students using accommodation(s) on Dakota STEP assessment upon which they have been instructed during the school year?

This question is addressed through a direct comparison of student accommodation data provided in the Special Education Teacher Accommodations Review of Students Accommodations Survey responses with data provided in student's STEP assessment record. Tables will be built for reading and math with fields to include: Accommodation List; Accommodation is/is not included on student's DSTEP record; Accommodation is/is not included in Special Education Teacher Accommodations' Review Survey response for the student; Congruence to indicate if the students uses accommodation(s) on Dakota STEP assessment upon which they have been instructed during the school year.

Are the accommodations on the IEP congruent with the accommodation(s) documented on the Dakota STEP?

This question is addressed through a direct comparison of student accommodation data provided in the IEP with data provided in student's STEP assessment record. Tables will be built for reading and math with fields to include: Accommodation List; Accommodation is/is not included on student's IEP; Accommodation is/is not included in the student's STEP record; Congruence to indicate if accommodations on the IEP is congruent with the accommodation(s) documented on the Dakota STEP.

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Are accommodations decisions or use different for low-performing students than for other students?

Cross tabulations tables of student achievement on STEP reading and math will be made with: 1) the number; and 2) type of accommodations listed in students STEP records to determine if accommodation numbers and type are different for low performing students compared with students performing at average or above average levels. Analysis of difference techniques will be used to compare results.

Synthesis Analysis

Data from all the above will be analyzed qualitatively with the major findings from each research question reviewed and analyzed looking for themes across questions that can inform policy and practice. In addition, where possible we will compare results from the 2007 and 2011 results using inferential statistical techniques.

REPORTING RESULTS

A final report will be provided to the SDDOE that includes:

- Study abstract
- Methodology summary
- Findings
- Conclusions and recommendations

The report will also include tables and attachments that provide detailed results and methodologies as noted below.

- Congruence Tables: Special Education Teacher Accommodations Review of Student Accommodations Survey responses with data provided in student IEP's.
- Congruence Tables: Special Education Teacher Accommodations Review of Student Accommodations Survey responses with data provided in STEP assessment record
- Congruence Tables: Student accommodation data provided in the IEP with data provided in student's STEP assessment record
- Survey Data Tables (frequency response): Special Education Teacher Survey
- Survey Data Tables (frequency response): Special Education Teacher Review of Student Accommodations Survey
- Interview Protocol and Summary
- Survey: Special Education Teacher Accommodations' Review
- Survey: Special Education Teacher Accommodations Review of Students Accommodations Survey
- Sample IEP
- Accommodations Coding
- Additional Data Gathered